DOCUMENT RESUME

ED 199 976 EC 132 478

AUTHOR	Pyecha, John N.; And Others
TITLE	A Study of the Implementation of P.L. 94-142 for Handicapped Migrant Children. Final Report.
INSTITUTION	Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
SPONS AGENCY	Office of Special Education (ED), Washington, D.C.
BUREAU NO	RTI/1544/-27-F
PUB DATE	Oct 80
CONTRACT	300-77-0529
NOTE	53p.; For related documents, see EC 132 472-477.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Compliance (Legal); *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Migrant Children; National Surveys; Student Characteristics; Student Evaluation

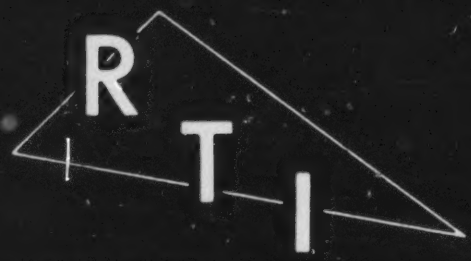
ABSTRACT

As part of a seven volume study on the individualized education program (IEP) for handicapped students, the document describes a telephone survey to determine the extent to which 153 handicapped migrant children were identified in and had IEPs prepared in different schools. Information is presented in five headings: student charcteristics, student assessment, development of IEPs, transmission and utilization of IEP related information, and continuity reflected in IEPs. Among conclusions drawn are that the different schools in which handicapped migrant students enroll are not consistent in identifying and preparing the students' IEPs; IEPs are developed less frequently for handicapped migrants than for nonmigrants; and although only a small percent of the handicapped students have IEPs developed at more than one of the schools in which they enroll during an 18 month period, when multiple IEPs are prepared, they reflect general agreement in assessment results and service continuity. Detailed appendixes include a description of the survey plan and a telephone interview guide. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



RESEARCH TRIANGLE INSTITUTE

Center for Educational Research and Evaluation

RTI Project No. RTI/1544/-27 F

October 1980

ED199976

FINAL REPORT

A STUDY OF THE IMPLEMENTATION OF P.L. 94-142 FOR HANDICAPPED MIGRANT CHILDREN

by

John N. Pyecha, Project Director
June Palmour
Lucia Ward

Prepared for

Office of Special Education
U.S. Department of Education
under
Contract No. 300-77-0529

EC132478

RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RESEARCH TRIANGLE INSTITUTE
CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

RTI Project No. RTI/1544/-27 F

FINAL REPORT

A STUDY OF THE IMPLEMENTATION OF P.L. 94-142 FOR HANDICAPPED MIGRANT CHILDREN

by

John N. Wyecha, Project Director
June Palmour
Lucia Ward

Prepared for

Office of Special Education
Department of Education
under
Contract No. 300-77-0527

The research reported herein was performed pursuant to a contract with the Office of Education (now the Office of Special Education within the Department of Education), U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view and opinions stated do not, therefore, necessarily represent official U.S. Department of Education position or policy.

Preface and Acknowledgements

The authors in preparing this report, wish to express their special appreciation for the cooperation and contributions of a number of people, both within and outside the Research Triangle Institute (RTI).

Valuable professional guidance was provided by Drs. Linda Morra and Nancy Safer, Office of Special Education. Dr. Morra served as the OSE Project Officer during the design and data collection phases of the study; Dr. Safer served as the Project Officer during the report preparation phase.

Dr. Douglas Drummond directed the sample selection activities.

Mrs. Betty Setzer conducted the telehone interviews.

Mr. Thomas Pattillo assisted in data analysis.

Mr. Jay Jaffe assisted in designing the telephone interview guides.

Mrs. Linda Shaver was responsible for the report typing and reproduction.

Dr. Ronald Wiegerink (University of North Carolina at Chapel Hill) reviewed the report.

TABLE OF CONTENTS

		Page
Chapter 1:	Introduction	1
I.	GENERAL INTRODUCTION	1
II.	STATEMENT OF PROBLEM	1
III.	PURPOSE OF THE TELEPHONE SURVEY	2
IV.	ORGANIZATION OF REMAINDER OF REPORT	4
Chapter 2.	Findings	5
I.	DESCRIPTION OF STUDENT SAMPLE	5
	A. Grade Level and School Type	5
	B. Migrant Category and School Type	6
	C. Migrant Category and School District Enrollments	7
	D. Migrant Category and School Enrollments	8
	E. School Type and School Enrollments	8
II.	ASSESSMENT OF STUDENTS	8
III.	DEVELOPMENT OF IEPs	10
IV.	TRANSMISSION AND UTILIZATION OF IEP-RELATED INFORMATION	11
V.	CONTINUITY REFLECTED IN IEPs	12
Chapter 3:	Conclusions and Recommendations	20
Appendix A:	Characteristics of the Migrant Student Population	
Appendix B:	Description of the Survey Plan	
Appendix C:	Telephone Interview Guide	
Appendix D:	Confidentiality of Data	

Chapter 1

Introduction

I. GENERAL INTRODUCTION

The U.S. Department of Education (ED), through the Bureau of Education for the Handicapped (now the Office of Special Education), contracted with the Research Triangle Institute, under ED Contract No. 300-77-0529, to design and conduct a survey of the contents and properties of the Individualized Education Programs (IEPs) that are mandated by the Education for All Handicapped Children Act (P.L. 94-142).

Although the national survey of IEPs provided information about the implementation of the IEP mandate of P.L. 94-142 for a few selected subpopulations (e.g., children attending schools in rural areas), a lack of relevant design information precluded the inclusion of an adequate sample of migrant children who are enrolled in public schools--a subpopulation for which the development of IEPs could be especially problematic. However, in another study it is conducting for ED, the Research Triangle Institute (RTI) identified (a) a number of special schools that serve handicapped migrant students and (b) a sample of 146 migrant students who were reported by school staff to be TMR (trainable mentally retarded) or functionally disabled. (This other study, a national study of the ESEA Title I Migrant program, is being conducted for the Office of Program Evaluation, ED.) With this information, it was practical to design and conduct a telephone survey of the schools attended by a small sample of handicapped migrant children to explore the extent to which the IEP mandate of P.L. 94-142 is being implemented for handicapped migrant children. Accordingly, BEH modified Contract Number 300-77-0529 to include the design and conduct of such a telephone survey.

II. STATEMENT OF PROBLEM

Migrant workers and their families travel throughout the United States, seeking seasonal employment on farms, in fish canneries, etc. These movement patterns take the migrant children in and out of several school districts each year, both within and across state boundaries. A major incentive for school

personnel to identify handicapped migrant children and complete the time-consuming process of developing IEPs is to include them in their "counts" for purposes of receiving federal funding under P.L. 94-142. However, funding counts provide little incentive for personnel in those schools in which a student enrolls after the December count date, or in those situations where the student is enrolled prior to December but expected to migrate before the count date. (Most migration occurs during the months of March through November as families follow the planting and harvesting cycles.) Even if schools do initiate the referral/screening/IEP development process, many of the migrant children included in the process will have migrated out of the district or state before an IEP has been completed.

The assessment and IEP process for migrant children is complicated further by two other factors. First, these children tend to migrate into rural areas, thus increasing the likelihood of their enrollment in small rural school districts that have limited facilities or resources for serving the handicapped. Second, a large number of the migrant children come from homes in which the Spanish language is dominant (RTI's best estimate at this time is that approximately two-thirds of the migrant children are in this category), and very few of the standardized cognitive/achievement instruments used in assessments have included representative samples of cultures other than whites, Anglo-Saxon, and occasionally Black American, in their normative samples of the population.[1]

Given these considerations and the low priority that migrant children historically have been give relative to the provision of educational services, it is hypothesized that the majority of handicapped migrant children will not be served in accordance with the current mandates of the Act. The telephone survey was designed to shed light on the extent of this presumed deficit.

III. PURPOSE OF THE TELEPHONE SURVEY

The primary purpose of the telephone survey was to determine the extent to which a sample of handicapped migrant children, who were identified as being handicapped in January or February 1978, were similarly identified in,

---

[1] Appendix A provides a description of the characteristics of migrant children as these characteristics relate to the implementation of P.L. 94-142.

and had IEPs prepared by, each of the schools in which they were enrolled during the period from January 1978 through June 1979. As a secondary purpose, the IEPs collected for the migrant children were to be analyzed to determine the extent to which the IEPs prepared for the same children, but by different schools, reflect common assessments of student needs and continuity in the provision of services.

More specifically, the telephone survey conducted between March and May of 1980 was designed to answer four basic questions:

a) To what extent are migrant students, who have been identified as being handicapped in at least one school, similarly identified in the other schools in which they were enrolled during the 18-month period from January 1, 1978, through June 1979?

b) To what extent are IEPs developed for the migrant students who have been identified as being handicapped?

c) To what extent, and with what degree of utility, are migrant students' IEPs transmitted between the different schools in which they enroll?

d) To what extent do the IEPs prepared for the same migrant student, but by different schools, reflect common assessments of student needs and continuity in the provision of services?

An answer to the first question should provide insight into the consistency with which migrant children are identified as being handicapped by the various schools they attend.

An answer to the second question should give some indication of the degree to which the IEP requirement of P.L. 94-142 is met for handicapped migrant students as they move from school to school.

An answer to the third queston should provide an indication of the utility of, and continuity reflected in, IEPs that are transmitted between schools.

An answer to the fourth question should provide insights as to whether or not IEPs for the same student tend to be consistent with regard to assessment of, and planning for, the student's special needs. Inconsistency between schools in planning and providing special education programs and related services for handicapped children would tend to constrain the effectiveness of such programs and services.

IV. ORGANIZATION OF REMAINDER OF REPORT

The survey findings are presented in Chapter 2. The conclusions and recommendations derived from the survey findings are presented in Chapter 3. A description of the survey methodology is presented as Appendix B.

Additional supplementary information and materials are appended as follows:

Appendix A: Characteristics of the Migrant Student Population.

Appendix C: Telephone Interview Guide.

Appendix D: Confidentiality-of-Data Statement.

Chapter 2

Findings

Survey findings are presented and discussed in five sections below. Section I provides a description of the realized sample of 153 students. Section II contains findings about the extent to which sample students were identified across school enrollments as being in need of special education and related services. Section III contains results about the extent to which IEPs were developed for students as they moved between schools and school districts. Section IV contains findings about the extent that IEPs and IEP-related information were transmitted between, and utilized by staff of, the various schools in which students were enrolled. Section V focuses on the degree to which the IEPs prepared for the same students, but by different schools, reflect common assessments of needs and continuity in the provision of services. For reader convenience, all referenced tables have been placed at the end of the chapter.

I. DESCRIPTION OF STUDENT SAMPLE

The distribution of the 153 students in the realized sample are described in this section by: school type and grade level; school type and migrant category; migrant category and number of school district enrollments; migrant category and number of school enrollments; and school type and number of school enrollments.

A. Grade Level and School Type

Table 1 shows the distribution of sample students by grade level and school type (i.e., whether the student was in the Regular School Component or in the Special School Component). Since most of the students changed grade levels during the 18-month period covered in the survey, students were classified in this table by the highest grade level noted during this period; e.g., a student who was enrolled in the second grade in January 1978 and in the third grade in November 1979 would be tabulated as a third grader. As shown in Table 1, the majority of students (87 percent) were in grades 1-9; there were no students in the preK-K or grade 10-12 range (it is possible that some of the students in the "ungraded" or "don't know" category could have

been in these grade levels or in a comparable two-age level). Since regular school students were sampled only in grades 2, 4, and 6 (as of 1 January 1978) for the national evaluation of the ESEA Title I Mirant Program, the sample could not have included students in the 10 to 12 grade ranges.

B. Migrant Category and School Type

Table 2 gives the distribution of sample students by migrant category and school type. Students in the regular school sample are defined as regular school students, and students in the special school sample are defined as special school students. The migrant categories are defined as follows:

1) Single District: includes students for whom there was no evidence of enrollment in more than one school district during the 18-month period on which the study was focused.
2) Within State: includes students for whom evidence was available of enrollment in more than one district within a single state, but with no evidence of enrollment outside the state.
3) Between State: includes students with evidence of enrollment in school districts in more than one state.

As shown in Table 2, 119 (or 78 percent) of the 153 sample students were enrolled in schools located in only one district. The fact that about 78 percent of the students did not have school enrollments in more than one district does not necessarily imply that these students do not migrate. For example, some students leave school early in the spring to travel with their parents and return to the same district late in the following fall, without an intervening school enrollment--findings from the previously referenced national impact study of the ESEA Title I Program (see page 1) indicate that about 40 percent of the students in this category are enrolled in district schools for less than a full academic year. Of the 34 (or 23 percent) students who did attend schools in more than one district, 27 (or 79 percent) migrated between states. Thirty percent of the special school students attended schools in more than one district, as compared to about 20 percent of the regular school sample.

These findings were surprising on two counts. First, it was anticipated that only about 50 percent of the migrants served each year by the ESEA Title I Migrant Program would be enrolled in a single school district during the time frame of the study ("settled out" migrants are eligible for assistance for a

period of five years after their last migration between school districts). Although the telephone survey sample is not large enough to support national estimates with any reasonable degree of precision, this surprising result is supported by the findings of the previously referenced national impact study of the ESEA Title I Migrant Program (see page 1). Findings for this national study indicate that only about 25 percent of the migrant students were enrolled in schools in more than one school district during the 12-month period from 1 January 1978 to 1 January 1979.

Second, it was anticipated that migrant students enrolled in special schools would be more severely handicapped, and, therefore, migrate less often then students enrolled in regular schools.

The practical implication of these findings is that the size of the sample of primary interest for this study (i.e., those students who migrate between districts) is reduced to 34, a factor that severely limits the interpretation of findings. However, the critical units of analysis for this study are the numbers of different schools and school districts in which the mobile students were enrolled, and, as noted in subsequent subsections of this subsection, these numbers are substantially larger than 34.

C. Migrant Category and School District Enrollments

Table 3 gives the distribution of sample students by migrant category and number of identified school-district enrollments. A school-district enrollment is defined as a period of continuous enrollment in a district. The continuity of an enrollment in a district was broken by evidence of enrollment in another district, but not by a break in enrollment for which there was no evidence of enrollment in another district. For example, a student who had an identified enrollment in District A from January 1978 through June 1978 and from December 1978 through June 1979, but who had no district enrollment(s) identified for the July 1978 through November 1978 period, would have been counted as being enrolled in a single district. If, in this example, it had been determined that the student had been enrolled in school district B during September through October 1978, the student would have been counted as having been enrolled in three different school districts (school district A, school district B, and again in school district A), even though only two "different" school districts were involved.

As shown in Table 3, none of the students was enrolled in more than three districts. Note that a total of 76 school district enrollments [(2 x 26) + (3 x 8) = 76] were identified for students in the two "mobile" migrant categories; i.e., the 7 students in the within-state category had a total of 15 district enrollments and the 27 students in the between-state category had a total of 61.

D. Migrant Category and School Enrollments

The distribution of school enrollments for sample students is presented in Table 4 by migrant category.[1] As noted in Table 4, the maximum number of school enrollments for a single student was five, with an average of 1.93 for all students. Between-state migrants had an average of 3.26 school enrollments, as compared to 2.86 and 1.57 for the within-state and single-district students, respectively. The total number of school enrollments for the 153 sample students was 295. This total was distributed over each of the three migrant categories as follows: 88 for the between-state group; 20 for the within-state group; and 187 for the single-district group.

E. School Type and School Enrollments

As shown in Table 5, there is little difference in the average number of school enrollments identified for students in the Regular and Special School Components.

II. ASSESSMENT OF STUDENTS

This section presents findings about the extent to which the sample of migrant students were assessed and determined to require special education and related services in each of the schools in which they were enrolled during the 18-month reference period for the study.

Table 6 shows the responses received to the following question about each student's school enrollment: Was the student assessed and found to have a handicapping condition that required special education and related services? As noted in this table, a negative response to this question was received from just over one-half of the 295 schools in which the 153 sample students had

[1] A school enrollment is defined as a period of continuous enrollment in the same school.

been enrolled. As shown in Table 6, negative responses were received more frequently for students in the between- and within-state migrant categories than for students in the single-district category. Because the percents of "don't know" responses received to questions about assessments of within- and between-state migrants were greater than those received for students in the single district category, the number of "no" or "yes" responses for these two groups of students could be increased significantly.

For those school enrollments in which sample students were not assessed and determined to be in need of special education and related services, school personnel were asked if student/school records indicated such a designation in a prior enrollment. As shown in Table 7, 61 percent of the 153 enrollments for which an assessment had not been conducted had such information from a prior enrollment. Prior assessment information was less frequently available for the within- and between-state categories than for the single-district category.

Overall, students in the sample had been identified as being in need of special education and related services in 80 percent of their 295 school enrollments, either as a result of an assessment conducted during the current enrollment or through an indication in student records that the student had been so identified in a prior enrollment. There is little difference in this finding for the within- and between-state students (65 and 69 percent, respectively); however, the single-district students were so identified in a larger percentage (i.e., 86 percent) of their school enrollments.

Since each student in the total sample was identified in at least one school enrollment as being handicapped by virture of the sample selection criteria, these results suggest that schools generally were inconsistent in identifying migrant children who were in need of special education and related services. For those students in the within-state and between-state categories, it is possible that some of this inconsistency resulted from variations between school districts and states in the way various handicapping conditions are defined, or in the criteria used to determine the need for special education services. Finally, it should be noted that the students in this study were TMRs and/or functionally disabled, and were more likely to be identified as handicapped than children with milder handicapping conditions.

III. DEVELOPMENT OF IEPs

This section presents findings about the extent to which IEPs were developed for students in the sample.

As shown in Table 8, at least 72 percent of the 153 students in the sample had (and at least 14 percent did not have) one or more IEPs developed for them during the 18-month time frame for the survey. For 14 percent of the sample students, RTI was not able to determine whether or not at least one IEP had been developed. As would be expected, the largest percent of "don't know" responses occurred with the migrant students who attended schools in more than one district.[2] (These findings compare unfavorably to the findings of the National Survey of IEPs in that about 95 percent of the target population for that study had IEPs.) The findings for the within- and between-state students suggest that fewer students in these categories had at least one IEP; however, these results should be interpreted with caution because of the large percent of "don't know" responses for each category.

Interviewees reported that IEPs had been developed for at least 60 percent of the 295 school enrollments recorded for the 153 sample students during the applicable 18-month time frame (see Table 9).[3] These findings varied by migrant category; i.e., IEPs were reported to have been developed for a larger percent of the school enrollments of single-district migrants (71 percent) than for enrollments of students in the between-state (44 percent) and within-state (35 percent) categories. Also, as noted in Table 9, a "don't know" response was obtained for a larger percent of the enrollments of between-state students than for students in the other two groups.

The findings presented in Table 10 show that at least 58 percent of the sample students had an IEP developed for each of their school enrollments over the 18-month period covered by the survey. As expected, a smaller percent of the children who attended schools in more than one district had IEPs for all

---

[2] A "don't know" response means that none of the schools in which the student had been enrolled had any knowledge that an IEP either had been or had not been developed (school staff were often requested to provide information about students who had previously been enrolled in their school but who were not currently enrolled).

[3] Only 135 of the 178 IEPs reported to have been developed were received by RTI in response to a request that each student's IEP be sent to RTI with personally identifiable information removed.

of their school enrollments, when compared to students in the within- and between-state categories. There is little or no difference in these findings for the two "mobile" categories (i.e., the within-state and the between-state migrants). However, these differences must be interpreted with caution because of the large percent of "don't know" responses.

Table 11 presents the distribution of sample students cross-classified by their number of school enrollments and the number of IEPs that were developed. As shown in this table, 85 percent of the students who were enrolled in only one school during the 18-month reference period of the study had an IEP developed for that enrollment, only 56 percent of those enrolled in two different schools had an IEP developed in each school, only 20 percent of those with three school enrollments had an IEP developed for each enrollment, and none of the students with four or five enrollments had IEPs developed for each enrollment. The "don't know" classification includes those children for whom at least one school was not able to give either a definite "yes" or a definite "no" to the question as to whether or not an IEP developed for the student during the period of enrollment at that school; therefore, the exact number of IEPs prepared for these students is not known.

As was expected, there was a strong relationship between the development of an IEP for a student at a particular school and the availability at that school of information indicating that the student had been identified in an earlier enrollment as being in need of special education and related services. It was stated previously in Section II that student/school records for 80 percent of the school enrollments for sample students contained information indicating that the student had been assessed and determined to have a need for special education and related services. An IEP was developed for 178 (or 89 percent) of this set of 199 school enrollments. Corresponding percents and sample sizes (number of school enrollments) for the three migrant categories were: 89 percent (N = 149) for single-district migrants; 88 percent (N = 8) for within-state migrants; and 93 percent (N = 42) for between-state migrants.

IV. TRANSMISSION AND UTILIZATION OF IEP-RELATED INFORMATION

Interviewees were asked if there was any indication in school/student records that the school had received from another school or institution an IEP or other specific information about the sample student's handicapping condition.

If the school had received an IEP, the interviewee was asked to rate both the usefulness of the document and the degree to which it had been adopted.

Interviewees at only 9 percent (N = 26) of the 295 enrolling schools reported that their schools had received IEPs or other specific information about sample students (see Table 12). Although the percent of positive responses varied little between student migrant categories, a greater percentage of "don't know" responses were received for within- and between-state students than for single-district students.

Twenty-three percent of the 26 respondents indicated that the materials were "very useful," 38 percent said the materials were "moderately useful," and 12 percent said they were "of little or no use." The remaining 27 percent responded with a "don't know." In response to a question about the degree to which received IEPs were adopted, 12 percent reported that the IEPs were "adopted in total," 35 percent said the IEPs were "adopted with slight modification," and 23 percent said that the IEPs were "not adopted at all." The remaining 31 percent gave "don't know" responses. Although these findings are based on a very small sample, they do suggest that the transmission of IEPs between schools can serve a useful function.

V. CONTINUITY REFLECTED IN IEPs

Interviewees reported that 39, or about 25 percent, of the 153 students in the sample had IEPs prepared for them by more than one school. Unfortunately, however, RTI received multiple IEPs for only 12 of these students. Two IEPs were received for each of the 12 students, even though one student had six enrollments in three schools, one had five enrollments in four schools, two had four enrollments in two schools, two had three enrollments in three schools, and one had three enrollments in two schools, and five had two enrollments in two schools. The pairs of IEPs received for 9 of the 12 students were for schools located in the same school district. For one of the remaining three students, IEPs were received from two schools that were located in different districts but within the same state. For two remaining students, IEPs were received from schools located in different states.

In each of the 12 cases, the pairs of IEPs were remarkably similar in that assessment findings were in general agreement, and the goals and objectives and types of services received reflected a continuity between schools in

the provision of special education and related services. IEPs developed by schools within the same school district were slightly more similar and represented more "between-school continuity" than IEPs developed by schools located in different districts. The one notable difference in the two IEPs available for each student was that the most recent IEP tended toward more detail in the listing of goals and objectives and in the specification of instructional strategies.

The continuity between IEPs prepared for seven of the twelve migrant students probably is a reflection of the transmittal of IEPs or other specific information about the student's handicapping condition between school staffs. That is, for four of these students, interviewees indicated that an IEP was received from another school and adopted in total; for one student, the interviewee indicated that an IEP was received from another school and was adopted with slight modification; and for two students, interviewees indicated that an IEP was received from another school but was not adopted at all or it was unknown whether the IEP was adopted. However, for the remaining five students, interviewees specified that no IEP was received from another school.

Table 1

DISTRIBUTION OF SAMPLE STUDENTS, BY HIGHEST GRADE LEVEL AND SCHOOL TYPE

Highest Grade Level	School Type				Total	
	Regular		Special			
	N	%	N	%	N	%
PreK-K	--	--	--	--	--	--
1-6	82	63	9	39	91	59
7-9	39	30	4	17	43	28
10-12	--	--	--	--	--	--
Ungraded[a/]	3	2	10	43	13	8
Don't Know	6	5	0	--	6	4
Total	130	100	23	100[b/]	153	100[b/]

a/ Applies only to students for whom "ungraded" was the only grade level information available.

b/ Percents do not total 100 because of rounding error.

Table 2

DISTRIBUTION OF SAMPLE STUDENTS, BY MIGRANT CATEGORY AND SCHOOL TYPE

Migrant Category	School Type				Total	
	Regular		Special			
	N	%	N	%	N	%
Between State	20	15	7	30	27	18
Within State	7	5	--	--	7	5
Single District	103	79	16	70	119	78
Total	130	100[a/]	23	100	153	100[a/]

a/ Percents do not total 100 because of rounding error.

Table 3

NUMBER OF STUDENTS, BY MIGRANT CATEGORY AND NUMBER OF SCHOOL DISTRICT ENROLLMENTS

Number of School District Enrollments[a]	Migrant Category						Total	
	Single District		Within State		Between State			
	N	%	N	%	N	%	N	%
1	119	100	--	--	--	--	119	78
2	--	--	6	86	20	74	26	17
3	--	--	1	14	7	26	8	5
Total	119	100	7	100	27	100	153	100

[a] A school district enrollment is an uninterrupted enrollment in the same school district.

Table 4

DISTRIBUTION OF STUDENTS IN SAMPLE, BY MIGRANT CATEGORY AND NUMBER OF SCHOOL ENROLLMENTS

Number of School Enrollments[a]	Migrant Category						Total	
	Single District		Within State		Between State			
	N	%	N	%	N	%	N	%
1	65	55	0	--	0	--	65	42
2	43	36	3	43	4	15	50	33
3	8	7	2	29	15	56	25	16
4	3	3	2	29	5	19	10	7
5	0	--	0	--	3	11	3	2
Total	119	100[b]	7	100[b]	27	100	153	100
Average Number of Enrollments Per Student	1.57		2.86		3.26		1.93	

[a] A school enrollment is an uninterrupted enrollment in the same school.

[b] Percents do not total 100 because of rounding error.

Table 5

DISTRIBUTION OF STUDENTS IN SAMPLE, BY SCHOOL TYPE AND NUMBER OF SCHOOL ENROLLMENTS

Number of School Enrollments[a/]	School Type				Total	
	Regular		Special			
	N	%	N	%	N	%
1	55	42	10	43	65	42
2	42	32	8	35	50	33
3	21	16	4	17	25	16
4	10	8	0	--	10	7
5	2	2	1	4	3	2
Total	130	100	23	100[b/]	153	100
Average Number of Enrollments Per Student	1.94		1.87		1.93	

a/ A school enrollment is an uninterrupted enrollment in the same school.

b/ Percents do not total 100 because of rounding error.

Table 6

WAS STUDENT ASSESSED AND FOUND TO HAVE A HANDICAPPING CONDITION THAT REQUIRED SPECIAL EDUCATION AND RELATED SERVICES DURING THE ENROLLMENT PERIOD?

(Percent of responses, by student migrant category)[a/]

Response	Migrant Category			Total (N=295)
	Single District (N=187)	Within State (N=20)	Between State (N=88)	
Yes	43	20	20	35
No	49	55	58	52
Don't know	7	25	21	14
Total	100[b/]	100	100[b/]	100[b/]

a/ Percents are based on column totals (i.e., number of school enrollments) shown in parenthesis.

b/ Percents do not total 100 because of rounding error.

Table 7

PERCENT OF "NON-ASSESSING" SCHOOL ENROLLMENTS WITH ASSESSMENT INFORMATION FROM PREVIOUS ENROLLMENTS

Previous Assessment Status	Migrant Category			Total (N=153)
	Single District (N=91)	Within State (N=11)	Between State (N=51)	
Not assessed earlier	29	64	53	39
Assessed earlier in:				
Same district	69	18	43	57
Another district	--	18	--	1
Unknown district	2[b/]	--	4	3
Total	100	100	100	100

[a/] Percents are based on the column totals (i.e., number of school enrollments) shown in parenthesis.

[b/] These earlier assessments in an unknown district reflect district enrollments prior to the 18-month period included in this survey.

Table 8

PERCENT OF SAMPLE STUDENTS THAT HAD AN IEP FOR AT LEAST ONE SCHOOL ENROLLMENT DURING THE 18-MONTH STUDY PERIOD, BY MIGRANT CATEGORY
(Percents are based on column totals shown in parentheses)

	Migrant Category			Total (N=153)
	Single District (N=119)	Within State (N=7)	Between State (N=27)	
Had at least one IEP	79	43	48	72
Did not have at least one IEP	15	14	11	14
Don't know	6	43	41	14
Total	100	100	100	100

Table 9

WAS AN IEP DEVELOPED FOR THE STUDENT DURING THE ENROLLMENT PERIOD?
(Percent of responses, by student migrant category)[a/]

Response	Migrant Category			Total (N=295)
	Single District (N=187)	Within State (N=20)	Between State (N=88)	
Yes	71	35	44	60
No	22	40	32	26
Don't know	7	5	23	14
Total	100	100	100[b/]	100

[a/] Percents are based on column totals (i.e., number of school enrollments) shown in parenthesis.

[b/] Percents do not total 100 because of rounding error.

Table 10

PERCENT OF SAMPLE STUDENTS THAT HAD IEPs FOR ALL SCHOOL ENROLLMENTS, BY MIGRANT CATEGORY
(Percents are based on column totals shown in parentheses)

	Migrant Category			Total (N=153)
	Single District (N=119)	Within State (N=7)	Between State (N=27)	
Had IEPs for all enrollments	71	14	11	58
Did not have IEPs for all enrollments	24	43	48	29
Don't know	6	43	41	14
Total	100[a/]	100	100	100[a/]

[a/] Percents do not total 100 because of rounding error.

Table 11

DISTRIBUTION OF SAMPLE STUDENTS, BY NUMBER OF SCHOOL ENROLLMENTS AND NUMBER OF IEPs
(Percents are based on column totals shown in parenthesis)

Number of IEPs	Number of School Enrollments					Total (N=153)
	1 (N=65)	2 (N=50)	3 (N=25)	4 (N=10)	5 (N=3)	
0	14	16	20	--	--	14
1	85	20	32	--	--	48
2	--	56	8	20	--	21
3	--	--	20	--	--	3
4	--	--	--	--	--	--
5	--	--	--	--	--	--
Don't know	2	8	20	80	100	14
Total	100[a/]	100	100	100	100	100

a/ Percents do not total 100 because of rounding error.

Table 12

DISTRIBUTION OF SCHOOLS THAT RECEIVED IEPs OR OTHER SPECIFIC INFORMATION FROM ANOTHER SCHOOL, BY STUDENT MIGRANT CATEGORY
(Percents are based on column totals shown in parentheses)

Did School Receive Information?	Schools by Student Migrant Category			Total (N=295)
	Single District (N=187)	Within State (N=20)	Between State (N=88)	
Yes	9	10	8	9
No	82	70	69	78
Don't know	9	20	23	14
Total	100	100	100	100[a/]

a/ Percents do not total 100 because of rounding error.

Chapter 3

Conclusions and Recommendations

Although a generally acceptable student response rate of 78 percent was achieved in the survey (i.e., enrollment histories were obtained for 78 percent of the student sample), the adequacy of the survey data for achieving the purposes of the study was significantly reduced by two factors: (1) relatively large number of "don't know" responses that was received to questions about school enrollments for the within- and between-state migrant students, and (2) the 75 percent response rate to RTI's request for a copy of the IEPs that had been developed for sample students.[1] These limitations preclude the generalization of suvey findings to form "conclusive" answers to the four basic study questions for the target population. However, the findings of this survey suggest the following answers to these questions for the realized sample:

1) The different schools in which handicapped migrant students enroll are not consistent in identifying and preparing IEPs for these students.
2) IEPs are developed less frequently for handicapped migrants than for non-migrant students.
3) Although IEPs and/or IEP-related information are rarely transmitted between the schools in which handicapped migrant students enroll, such information can be useful to school staff in the identification of, and preparatior of IEPs for, these students when they enroll in their "new" schools.

---

[1] The sample design for this survey involved a small number of students and was supported by an existing national probability sample that RTI had selected for a national study of the ESEA Title I Migrant Program. It was not intended that this probability structure result in a sample that would generate population estimates with a reasonable degree of precision--the size of the sample, which was held to a minimum by fund limitations, was too small to warrant such consideration. Rather, the formal probability structure was imposed primarily as a mechanism for selecting a sample of representative individuals from the target population that would be adequate for providing insights into the answers to the basic study questions. The general characteristics of the resulting student sample (i.e., grade level and school enrollment patterns) are similar to those of students in the national study, suggesting that the survey sample was "representative" of the target population.

4) Only a small percent of the handicapped students have IEPs developed at more than one of the schools in which they enroll during an 18-month period; however, when multiple IEPs are prepared, they reflect general agreement in assessment results and continuity in the provision of special education and related services.

These findings generally support the need for a methodology whereby IEPs and/or other information about the special needs of handicapped migrant students can be transmitted to staff in the various schools in which these students enroll. A strategy for modifying the existing Migrant Student Record Transfer System (MSRTS) for this purpose was developed by RTI and is described in a report that was published by RTI in May 1979.[2] It is recommended that the strategy outlined in that May 1979 report be considered, along with other possible approaches, for implementation by ED.

---

[2] John N. Pyecha. A Strategy for Using the Migrant Student Record Transfer System (MSRTS) to Better Serve Handicapped Migrant Children (Final Report). Research Triangle Park, N.C.: Research Triangle Institute, May 1979.

Appendix A

Characteristics of the Migrant Student Population

Appendix A

Characteristics of the Migrant Student Population[1]

The purpose of this section is to overview the characteristics of migrant children as these characteristics relate to the implementation of P.L. 94-142. That is, the population of migrant children is large (see subsection 1) and mobile (see subsection 2); is characterized by low attendance rates in a number of different schools (subsection 3); has an extremely high school dropout rate (subsection 4); and suffers from a wider range of health problems, which also occur at a greater incidence rate, than the average American (subsection 5).

1. Number of Migrant Children

As of 6 April 1979, 529,622 children of all ages have been either enrolled or re-enrolled on the Migrant Student Record Transfer System (MSRTS). While estimates of the total number of migrant children in the United States range upward to about 900,000 (or substantially more), no reliable estimate is available. Approximately 60 percent of the children enrolled on MSRTS are from Texas, California, and Florida, the three major states serving migrant children.

2. Mobility

A review of the literature on migrant children indicates that mobility is still a way of life for most migrant children, although the frequency of moving appears to be reduced for some. Most studies indicate that migrant children typically attend at least two schools during the year; some children attend as many as six or eight schools. It has been estimated that, on the average, migrant children attend three different schools each year (California State Board of Education, 1974). This estimate has been supported by officials of the Migrant Program Branch, USOE, who have indicated in conversation that the average number of schools attended annually by migrant children is still close to three (based on data from the program's Student Eligibility Form, which requests information about the last school attended). There are periods when they are not enrolled at all, such as when they are traveling, working in the fields, needed for child care, or are making brief stopovers on short-term jobs.

During site visits recently conducted by the RTI staff, SEA and LEA personnel estimated that one-half to two-thirds of their migrant children returned to their home school each year, and that the typical child attends perhaps two or three schools each year.

While changes in migration patterns are apparent, the significance of these changes is not yet known. Despite some indications of a reduction in the mobility of some migrant children, there is an increase in the number of children enrolling in ESEA Title I Migrant Programs in most states. It is not yet clear to what degree this reflects an actual increase in the number of

---

[1] Cox, J. L., Pyecha, J., and Cameron, B. Characteristics of the Migrant Student Population, Study of the ESEA Title I Migrant Program, Research Triangle Park: Research Triangle Institute, September 1976.

migrant children; it probably results from a combination of other factors, including better recruitment procedures, the downward extension of migrant educational programs to include pre-schoolers, a higher rate of school retention (whether due to special educational programs or not), recent inclusion of former migrants (those who dropped out of the migrant stream to remain in the same school for at least one year) as being eligible for fund allocation, and the 1975 shift to the use of the MSRTS as a basis for distributing funds.

3. School Enrollment and Attendance

Migrant students miss more days of school than nonmigrant children; the estimated number of days migrant children attended school during the regular school year varies by source and by year.

A 1971 report based on data from student samples in Florida, New Jersey, Texas, and California found that the school attendance of migrant children was about 85 percent of that of the national average. The data showed that, of the equivalent of 180 days in the school year prescribed by the regional accrediting associations and accepted by the States, the average attendance for all students was 163 days; for migrant elementary students it was 141 days, and for migrant secondary students it was 137 days (Consulting Services Corporation, 1971). These statistics were from sample data from three base states and the counties selected for sampling in at least two of the states (Florida and Texas) may have been biased by housing policies of large corporations and growers in the counties surveyed. (The document reviewed did not indicate the direction of this bias.)

Another source of information about school enrollment and attendance is the MSRTS. Statistics for the 1974-75 (9/1/74 to 6/1/75) regular school year indicate that on the average, migrant children were enrolled 77 percent of the possible 180 days, and that they attended school 93 percent of the time they were enrolled.

The opinion of Title I Migrant personnel as expressed to RTI staff members is that school attendance by migrant children is very high during the summer term (with the majority of summer term enrollees in the pre-school to 11-year-age group) but very low during the regular school term. Attendance is low particularly at periods of the year when the need for agricultural workers is at a peak.

4. Dropout Rate

An extremely high dropout rate is reported by every source dealing with the education of migrant children. The estimate of a 90 percent dropout rate prior to high school has been frequently cited during the last decade. Despite expansion of educational programs serving migrant children, the dropout rate does not yet seem to have been affected. A 1975 Education Briefing Paper of the U.S. Office of Education cites the same above-mentioned figure, saying, "Nine out of 10 children of migrant farm workers never enter high school and only one out of 10 of those who do ever graduates."

5. Health Problems

Data indicate that migrants not only suffer from a wider range of health problems than the average citizen, but that the incidence of these

problems is significantly higher. Writers dealing with migrant health often cite comparative information taken from the National Disease and Therapeutic Index to make this point. The Index contains data from a comparative sampling of patients seen by a private physician and those seen in a migrant health project. The comparisons revealed that infectious and parasitic diseases of the respiratory system and diseases of the digestive system were from two to five times as numerous among migrants as among the general population. Tuberculosis occurred 17 times as often, veneral diseases 18 times as often, and infestation with worms 35 times more often among migrants than among nonmigrants. The mortality rate among migrant mothers was four times that of the national average, and the per capita health expenditure per 1,000 births was twice as much for migrants as for nonmigrants (Bove, 1972; New York State Conference on Migrant Education, 1972).

A recent educational needs assessment conducted for the State of Florida by an independent consulting firm (D. A. Lewis Associates, Inc., 1976) dealt with gross motor and fine motor development among migrant and nonmigrant children. Gross motor development is considered to be a good indicator of general health, physical maturation, and the quality of the environment to which an individual has been exposed. Generally, migrant students were found to have serious gross motor defects in several areas such as cardiovascular endurance, flexibility, and balance factors. The report noted the close interrelationships between certain gross motor factors, and also the fact that the young person's central nervous system is extremely vulnerable to environmental insult. Recommendations were made that "immediate attention should be given to the possibility that nutritional deficits, health problems, and/or ingestion of toxic substances may be causally related to gross motor retardation among migrant students."

Appendix B

Description of the Survey Plan

Appendix B

Description of the Survey Plan

Section I of this appendix discusses the target population and sample design for the survey of handicapped migrant children. Sections II and III outline the data collection and confidentiality procedures, respectively.

I. TARGET POPULATION AND SAMPLE DESIGN

A. Target Population

The underlying population of interest for the present study consists of all handicapped migrant children of legally migrant parents as of 1 January 1980. Unfortunately, no universal preselection factors exist for identifying this population in a cost-effective manner. As a result, study of this population using survey techniques would require an expensive screening process of the general school-age population. However, an existing national probability sample that RTI recently had selected from a particular subset of the population of interest provided a feasible alternative for defining the target population for the telephone survey. Specifically, RTI had identified a sample of 146 children who were enrolled in grades 2, 4, or 6 at non-special education schools in January-February 1978 and who were classified by these schools as being TMR (trainable mentally retarded) or functionally disabled. Since the 146 migrant children in this sample were enrolled on the Migrant Student Record Transfer System (MSRTS)[1] data base, RTI obtained the assistance

---

[1] The Migrant Student Record Transfer System (MSRTS) is a nationwide service that maintains computerized files containing personal, health, and educational data on identified migrant students. The MSRTS serves three major purposes. First, it is designed to make educational and related health information available to any cooperating school in 46 of the states (Alaska, Hawaii, New Hampshire, and Rhode Island do not participate in MSRTS, however, Alaska is in the process of becoming involved in MSRTS) and Puerto Rico within a few days of the child's arrival at the school. Second, the recorded educational and health data are tabulated and analyzed to provide management information for project managers at the local, state, and national levels. Third, the student enrollment data recorded in the MSRTS are analyzed annually to provide an estimate of the total number of migrant students residing (for a full year or

(continued)

of MSRTS staff in providing information about the educational histories for these students for the 18-month reference period.

This sample of students was designated as the Migrant Regular School Component and its target population was defined as all handicapped legally migrant children enrolled in non-special education schools in the contiguous United States in grades 2, 4, or 6 as of January 1978.

To include a group of more severely handicapped students in the study, the existing sample was augmented by a small number of migrant children who were enrolled in special education schools. In planning this augmentation sample, it was noted that:

1) Around 60 percent of all known migrants reside in three states (California, Florida, and Texas).
2) The vast majority of the probability sample members reside in these three states part of the year.

Therefore, in order to identify this particular sample, RTI professional staff contacted 100 randomly selected public special schools in California, Florida, and Texas to obtain a listing of migrant students currently enrolled in those schools. This information was requested in writing and then obtained through telephone calls conducted in March 1980. Thus, the target population for the Migrant Special School Component was defined as all handicapped migrant children enrolled in special education schools in the states of California, Florida, and Texas as of March 1980 and who are known to be enrolled on the MSRTS by virtue of having an MSRTS identification number.

---

[1] (continued)
for part of a year) in each state. This yearly full-time equivalent (FTE) of migrant students is a major factor in determining each state's funding level for ESEA Title I migrant funds.

Although MSRTS files are continually updated to reflect the receipt of health services and participation in general educational programs as migrant students move in and out of schools, the MSRTS does not contain information about the special needs of, and services provided to, handicapped migrants. Furthermore, the MSRTS does not contain a regular mechanism for noting the existence of handicapping conditions. Space on MSRTS forms is provided for indications of special health conditions and special educational programs, but there is no method for defining which conditions are clearly handicapping or which services are clearly special services for the handicapped, nor are the existing headings detailed enough to enable analysts to make these determinations by deduction.

B. Sampling Frame and Sample Selection

1. Sample Selection for Migrant Regular School Component

The Migrant Regular School Component was supported by an existing probability sample. Specifically, in January-February 1978, the Research Triangle Institute selected a national probability sample of 5,762 migrant students in grades 2, 4, or 6 for achievement testing as part of an overall effort to evaluate the ESEA Title I Migrant Program. An intermediate step was the identification of all migrant children in grades 2, 4, or 6 enrolled as of December 31, 1978, in a probability sample of 347 regular schools (i.e., special schools for handicapped children were excluded) in the contiguous United States. Before testing, however, 146 of these students were identified by their school (or teacher) as being TMR or functionally disabled, and subsequently were excluded from any testing. As such, a ready-made probability sample from the intended target population for the Migrant Regular School Component was already in-hand.

In general terms, the sample design for the study of the national ESEA Title I Migrant Program was a stratified multistage design with counties, public school districts, and schools at the first three stages of sample selection. Subsequent stages of sampling depended on whether the eventual migrant student was known to the school-level staff as being migrant (in which case the student was selected at the fourth stage of sampling), or whether a screening process of selecting classrooms at the fourth stage and students at the fifth stage had to be implemented. The design was intended to produce a self-weighting sample of nonhandicapped students. To achieve this, schools at the third stage were selected (unconditionally) with probability proportional to the estimated number of migrant children at the school in January 1978 who were expected to be enrolled in grades 2, 4, or 6. As such, moderate unequal weighting effects could be reflected in the probability sample of handicapped migrants for this component.[2]

2. Sample Selection for Migrant Special School Component

The Migrant Special School Component was supported by a stratified three-stage sample design. Specifically, the probability sample of counties

---

[2] A description of the sampling frame and sample selection methodology for the national impact study of the ESEA Title I Migrant Program is presented in Appendix A of Volume IV of the final report for that study (B Cameron et al., Study of the ESEA Title I Migrant Education Program. Volume IV. Research Triangle Park, N.C.: Research Triangle Institute, to be published in December 1980).

selected in support of the ESEA Title I Migrant Study (limited to California, Texas, and Florida) served as the first-stage sample. A list of 100 special education schools in these sample counties was constructed using the current year Curriculum Information Center (CIC) directory of elementary and secondary schools. These 100 schools were located in a total of 66 school districts.

The school district administering each of the special education schools in this second-stage sample was contacted to determine the number of migrant students currently enrolled in the school. Of the 66 districts contacted, only 2 refused to release this information. Most district officials were very cooperative. Respondents were asked to identify only those children who had MSRTS identification numbers. If the student did not have an MSRTS ID number, they were excluded from the sampling frame. For every student with an MSRTS ID number, the student's name, sex, and birthdate also were requested so that that information would be available if the student were selected in the final sample. However, some problems encountered in the listing process necessitated a change in the procedure. Since district- and school-level officials did not always have MSRTS ID numbers noted in the records of students attending the special schools, RTI staff had to contact (with district-level permission) the local Regional Migrant Directors in order to verify migrant enrollment at the schools. Several of the districts contacted did not participate in the migrant program and, therefore, MSRTS ID numbers were usually not assigned to students in their district. A total of 87 handicapped migrant students were identified in this sample of special schools.

As with the Regular School Component, the MSRTS ID numbers for this sample of 87 students were sent to the MSRTS so that educational histories on these students could be obtained for the 18-month reference period. When this information was returned to RTI, a sample of 50 students was randomly selected from the total sample frame.

3. Realized Sample Sizes and Projected Precision

Data were collected and reported for 153, or 78 percent, of the 196 students selected into the regular and special school components. This realized sample of 153 students includes 130 in the Regular School Component (89 percent of the 146 selected) and 23 in the Special School Component (46 percent of the 50 selected). Data were not collected and/or reported for the 43 other students for the following reasons:

a) Regular School Students--of the 16 nonrespondents in this category, 8 had no enrollment information listed on the MSRTS for the 18-month reference period, 7 were not known to school staff, and 1 was enrolled in a district that refused to participate in the survey.

b) Special School Students--of the 27 nonrespondents in this category, 12 had enrollments that only were for one day or were not within the range of the 18-month reference period, 10 were enrolled in districts that refused to participate in the survey, and 5 were not known to school staff.

Data collected on this sample of handicapped migrant children can, in theory, be weighted to reflect its underlying probability mechanism and thereby yield unbiased estimates of target population counts and proportions. Sample sizes for the respective components, however, were inadequate to warrant any attempt to approximate the precision of these parameter estimates. Indeed, even the first-order probability structure of the sample data can be viewed as of secondary importance. That is, the primary role played by imposing a formal probability structure is one of providing rigor in defining the intended target populations and the mechanism for selecting "representative" individuals from these target populations. Even though the sample data were analyzed as if they were purposively selected (and not a realization of applying a specified probability mechanism), this selection procedure was preferred (economically and intuitively) over a purely subjective selection of target population members.

II. DATA-COLLECTION PROCEDURES

School enrollment histories for the 18-month period covered by the survey were extracted for each sample student from the MSRTS by MSRTS staff. These histories were studied by RTI staff to identify possible missing enrollments, as evidenced by large time gaps between successive enrollments. RTI survey staff, experienced in conducting telephone interviews, telephoned schools and projects to complete the brief questionnaire described below and to attempt to fill in these enrollment gaps.

Procedures for conducting the telephone interviews were specified in a telephone interview guide (see Appendix C). Prior to any contact with school personnel, RTI notified and secured approval for data collection activities

from FEDAC, Chief State School Officers, and other state and LEA personnel as appropriate. After obtaining appropriate approval and before initiating the telephone interviews, staff in the sample of special education schools located in California, Florida, and Texas were contacted and asked to identify (by MSRTS numbers) any currently enrolled migrant children. As discussed in the previous section, a sample of children from these schools augmented the sample of handicapped children enrolled in regular schools. The procedures followed in notifying state, district, and school personnel, and in conducting the telephone interviews are described below.

A. Notifying State and Local Education Agencies

The first contact with the educational hierarchy in each state was a mailing to the Chief State School Officer (CSSO) of each of the 48 contiguous states. (All states were contacted since it was possible that sampled students could have been enrolled in most of the continental states at some time during the 18-month enrollment period on which the survey was focused.) This mailing, which was conducted in December 1979, included introductory materials and details of the study effort.

The purpose of the CSSO mailout was to inform CSSOs about the study, to secure their participation, and to determine how to proceed to the district-level if, or when, sample students were identified as being enrolled in districts in their state. The mailout consisted of a letter from Dr. Edwin Martin, Deputy Commissioner of the Bureau of Education for the Handicapped, a summary description of the project and, if applicable, a list of districts attended in the state by sample children. CSSOs in California, Florida, and Texas received a letter listing districts identified for both the Regular and Special School Components. Informational copies were sent to the State Special Education Director, the State Migrant Director, and the State CEIS Coordinator in each state. Copies of the California, Texas, and Florida mailouts also were sent to the Regional Migrant Directors in these three states.

Follow-up calls to the CSSOs in each state were initiated in January 1980. The purpose of these calls was to obtain the CSSOs agreement to participate in the study, to determine who would act as Project Coordinator at the state level, and to verify the procedure for district mailouts. In most

cases, the state-level Project Coordinator agreed to contact the superintendents of selected districts in advance of the direct mailout to that district. A telephone interviewer was trained to conduct the state-level calls and was instructed to give priority to calling the CSSOs of the 17 states with school districts identified in the study. Of the 48 states contacted, only one state refused to participate. Since none of the sample students attended schools in that state, this refusal did not represent a loss of data to the survey.

The state-level calls were documented on standard RTI telephone tracing control forms. Following the telephone conversation, a confirmation letter verifying the state's agreement to participate was immediately sent to the CSSO or to the Project Coordinator. A log was developed to record the name of the Project Coordinator in each state and to note any special instructions concerning RTI's mailout to district superintendents.

In mid-February, mailouts were sent to the superintendents of the districts identified for both the Regular School and the Special School Components. A total of 71 school districts were identified as being attended by students in the regular schools sample. Ten of these districts also were included in the total number of 66 districts in which the 100 special schools identified for the Special Schools Component were enrolled. In addition to an informational cover letter, each mailout consisted of a project summary, a confidentiality-of-data statement and a copy of the letter sent to the CSSO.

Again, the Regular School Component mailout was followed by a confirmation call from RTI telephone interviewers. These calls commenced during the first week in March 1980. The purpose of these calls was to obtain permission to conduct the interviews, to provide the district official with the names of sample students and of the schools that they attended in that district, and to set up an appointment for the actual interview. During these calls, a determination was made by the district official as to whether or not to respond to the interview at the district level or at the school level. If the district official designated another staff member at the district or school level to be the respondent, the district official was usually willing to preface RTI's call with a call to the respondent explaining the study and the information that would be requested. If a school contact to complete an interview was necessary, it was made by telephone according to instructions given by the district official. In some cases, it was necessary, at the district official's request, to send an introductory letter to the school prior to making

the telephone call. The letter identified the telephone interviewer, the agency for whom the study was being conducted, and the nature of the required information.

One full-time interviewer and one back-up interviewer were assigned to this task. A brief telephone guide was developed for the completion of these initial calls and both interviewers were trained on how to handle the initial district-level contacts.

B. Conducting the Telephone Interviews

All data-collection activities (telephone interviews) were conducted by RTI survey personnel who were experienced in conducting telephone interviews and who were thoroughly trained in the specific procedures developed for the IEP survey. The interviews with LEA/school-level personnel served a dual purpose. First, they helped to fill in education histories; second, they provided relevant IEP information. Although some interviews were conducted with staff at the school level, the desired information was obtained most frequently at the district level.

Appendix C contains the Interviewer Guide. This guide was supplemented by a set of general instructions and procedural reminders to interviewers, along with a written summary describing the survey and its purposes and authorizations, and a separate description of confidentiality procedures. These materials were presented and discussed during training to give interviewers a thorough understanding of the survey so they could answer questions from school officials, as well as to insure that the interviewers fully understood the telephone interview protocol.

The results of each interview were recorded on a Student Control Form (see attachment to Interview Guide, Appendix C). One Student Control Form was associated with each sample student. If there was more than one sample student in a contacted school or institution, the multiple Student Control Forms were aggregated and used by the interviewers during a single interview. The various column headings on this form were associated with questions asked during the interview, as shown in the Interview Guide.

The interviewer also had a School Control Form (not shown) for each school. This form contained a listing of all sample students who are/were enrolled in the school; it noted also the names of state and local officials who had given permission for the study. As such, the School Control Form was

used to orient the contacted school official to the study interview. Also, it was used by interviewers to note any call-back information and record the status of interview completions for the school.

The interview began after the appropriate school official was reached by telephone. The interviewer introduced himself/herself, indicated that he/she was calling from RTI, and specified the purpose of the call, as well as the authorization for the interview. The interviewer then asked if the school official had the records of the specified student(s) available, or if a call back was preferred. Any questions that were asked about the study were answered either by the interviewer, the interviewer's supervisor, or the RTI Project Director.

When the official agreed to provide information to RTI and had the appropriate student records at hand, the substantive questions were asked. This part of the interview contained nine basic steps (labeled A through I in Section II of the Interview Guide) and a terminal step (labeled J). The interview guide included instructions to interviewers, interspersed with verbatim comments to respondents. Specific information obtained for each student in answer to the questions used in steps A-I were recorded on the Student Control Form.

In step A the interviewer attempted to verify or correct the attendance record of the student at the subject school as reported by MSRTS (or as provided by a previously called school; see step C). In step B, he/she obtained a complete record of attendance of the student at the subject school throughout the time span of interest. These steps were necessary because information received from other schools, and information received from MSRTS, was at times incomplete or inaccurate with respect to school records. The specific purpose of step B was to make certain that all dates of attendance were recorded, since it is not uncommon that migrant families move back to the same area or areas in seasonal patterns. The student's date of birth was verified, and the assigned grade level for the student during his or her enrollment period(s) was noted. Step C was included to verify/identify any indications in the subject school's records concerning attendance in other schools, thus helping to fill gaps in enrollment histories. The grade level in which the student was enrolled was requested in step D.

In step E, the interviewer began to retrieve information central to study purposes, by asking if the student had been identified as having special

education needs due to a handicapping condition. This information was needed from each school for each period in which the student was enrolled in order to answer the study question concerned with the identification of handicapped migrant students across schools (see question (a), Section III of Chapter 1).

Step F was entered only if the answer to step E was affirmative. In step F, the interviewer determined whether an IEP, or more than one IEP, had been developed for the subject student. This information was necessary to respond to the study question about the extent to which IEPs are developed for handicapped migrant students (see question (b), Section III of Chapter 1).

The questions in steps G and H solicit information about the degree to which different schools share, and find useful, IEPs or related information. If the school has received an IEP from another school in which one of the sample students was previously enrolled, questions 2 and 3 in step H solicited information about the utility of the IEP (To what extent was it useful? To what extent was it adopted?). The questions asked in steps G and H were necessary to respond to study question (c), Section III of Chapter 1.

In the event that one or more IEPs was (were) developed for the student, the interviewer (in step I) solicited a copy of the IEP(s) from the school (with personally identifying information removed). In this step, the interviewer assured the respondent of confidentiality procedures and provided specific instructions for processing and delivering the IEPs. In addition to the confidentiality measure employed in-house at RTI, the respondent was requested to add a date to the IEP (where necessary) and to substitute an identifying number for the student's name.

III. PROCEDURES FOR ASSURING CONFIDENTIALITY

Mailings to the Chief State School Officers and to LEA superintendents included a confidentiality-of-data statement prepared jointly by RTI and a member of the Privacy and Information Rights Staff, ED (see Appendix D). The confidentiality-of-data statement noted that data-collection procedures planned for the survey were in compliance with both the Privacy Act of 1974 and with the Family Educational Rights and Privacy Act of 1974 (FERPA), that every precaution would be exercised to protect the identity of every study participant, and that collected raw data would be used only by RTI personnel.

As previously discussed, it was requested that school staff remove all personally identifying student information from the IEPs forwarded to RTI. However, proper analysis of the IEPs required the capability to link the IEPs collected from different schools for the same student, while still protecting the anonymity and confidentiality of data related to participating LEAs and schools. This requirement was met through the assignment of ID numbers that permitted RTI to link the documents to their associated students. A master list linking ID numbers to the names of students was maintained at RTI and treated as highly confidential. This list was destroyed when data analysis activities were completed.

All handling of source documents (completed interview questionnaires and photocopied IEPs) at RTI was done under the technical supervision of professional survey staff. These source documents were destroyed upon completion of data analysis activities.

Appendix C

Telephone Interview Guide

Telephone Interview Guide

(NOTE: General instructions which reiterate points made in training are not shown here. This material contains the procedures to be followed after contact is established with the appropriate school official.)

I. BEGINNING THE INTERVIEW

MY NAME IS _____ AND I AM CALLING FROM THE RESEARCH TRIANGLE INSTITUTE IN (RESEARCH TRIANGLE PARK) IN NORTH CAROLINA. WE ARE CONDUCTING A STUDY CONCERNING THE EDUCATION OF HANDICAPPED STUDENTS OF MIGRANT WORKER FAMILIES. THE STUDY IS BEING DONE UNDER CONTRACT WITH THE U.S. OFFICE OF EDUCATION THROUGH THE BUREAU OF EDUCATION FOR THE HANDICAPPED.

(For regular public schools:) WE HAVE OBTAINED THE PERMISSION OF (name of appropriate SEA or LEA official) TO TELEPHONE YOU WITH QUESTIONS ABOUT STUDENT RECORDS OF (student name(s)).

WE ARE SPECIFICALLY INTERESTED IN THE STUDENT'S ENROLLMENT HISTORY AND ANY INDICATIONS OF SPECIAL EDUCATION AND RELATED SERVICES. IS IT POSSIBLE FOR YOU TO PULL THE STUDENT'S RECORDS WHILE I HOLD, OR WOULD YOU PREFER THAT I CALL BACK LATER?

Instructions to Interviewer:

1. If the school official wishes to be called back later, ask when would be a convenient time and record on School Control Form.

2. If the school official asks questions about the study, answer these to the best of your ability based on the study summary you have been given.

3. If the school official wants further information, tell him/her that we will be pleased to send him/her a written summary description of the survey and its purposes. If the official has specific concerns, transfer the call to Ms. June Palmour, RTI Survey Specialist, or take the official's name and telephone number and have Ms. Palmour or Dr. John Pyecha, the RTI Project Director, return the call.

4. If the school official will pull the records, proceed with the following interview for each student. Record responses on the Student Control Form.

DO YOU HAVE THE RECORDS OF student name(s) HANDY? (Let the school official get the records in front of him/her.)

II. COLLECTING THE INTERVIEW DATA

Ask A-I for every sample student listed for school.

(Confirm the student's date of birth and sex.)

A. IT IS OUR UNDERSTANDING FROM THE MIGRANT STUDENT RECORD TRANSFER SYSTEM AND OTHER SCHOOL SOURCES THAT (student name) WAS ENROLLED IN YOUR (SCHOOL/INSTITUTION) FROM (date) TO (date) (AND ALSO FROM (date) TO (date) (AND (date) TO (date))). CAN YOU TELL ME IF THIS ENROLLMENT INFORMATION IS ACCURATE ACCORDING TO THE SCHOOL RECORDS? (Record numeric code response in Column A of Student Control Form.)

1. Yes; respondent confirms date(s).

2. No; respondent disputes one or more dates. Indicate disputed dates on Student Control Form under Enrollment Dates. Ask for details if not spontaneously given.

3. Unable to locate records of student (terminate interview).

B. WERE THERE ANY OTHER TIMES THIS STUDENT WAS ENROLLED IN YOUR (SCHOOL/INSTITUTION) DURING THE PERIOD FROM JANUARY 1978 THROUGH JUNE 1979? (Record numeric code of response in Column B of Student Control Form.)

1. Yes → (Indicate dates on Student Control Form under Enrollment Dates.)

2. No.

C. I HAVE ONE MORE QUESTION ABOUT THE ENROLLMENT HISTORY OF (student name). DO YOUR RECORDS INDICATE OTHER SCHOOLS OR INSTITUTIONS BESIDES YOURS IN WHICH THIS STUDENT MAY HAVE BEEN ENROLLED AT ANY TIME FROM JANUARY 1978 TO JUNE 1979? (Record number code of response in Column C of Student Control Form.)

1. Yes → (Record details in Other Schools section on Student Control Form. After interview, see supervisor re completion of updating of a School Control Form for each new school.)

2. No.

NOW I WOULD LIKE TO ASK A COUPLE OF ADDITIONAL QUESTIONS ABOUT name) DURING { EACH OF (HIS/HER ENROLLMENTS / (HIS/HER) ENROLLMENT } AT YOUR SCHOOL.

(NOTE: Proceed with Steps D-I for each period the student was enrolled at the school.)

D. WHAT GRADE WAS THE STUDENT IN DURING THE TIME OF ENROLLMENT? (Record on Student Control Form.)

E. WAS (student name) ASSESSED AND FOUND TO HAVE A HANDICAPPING CONDITION THAT REQUIRED SPECIAL EDUCATION AND RELATED SERVICES DURING (E date)? (Record numeric code of response in Column E of Student Control Form.)

1. Yes

2. No → GO TO J. Check for "no" responses that are applicable to the school enrollment period for which the student was reported in the national study of the Migrant Education Program as being handicapped. If the responses are not consistent, tactfully explain the inconsistency to the school official and attempt to clarify the situation. Note any inconsistencies in the "notes" section of the Student Control Form.

3. Don't know

F. WAS AN IEP DEVELOPED FOR THIS STUDENT DURING (enrollment date)? (Record numeric code of response in Column F of Student Control Form.)

1. Yes

2. No

3. Don't know

G. IS THERE ANY INDICATION IN YOUR RECORDS THAT YOUR SCHOOL EVER PROVIDED TO ANOTHER SCHOOL OR INSTITUTION AN IEP OR OTHER SPECIFIC INFORMATION ABOUT THIS STUDENT'S HANDICAPPING CONDITION?

1. Yes

2. No

H.1. IS THERE ANY INDICATION IN YOUR RECORDS THAT YOUR SCHOOL EVER RECEIVED FROM ANOTHER SCHOOL OR INSTITUTION AN IEP OR OTHER SPECIFIC INFORMATION ABOUT THIS STUDENT'S HANDICAPPING CONDITION?

1. Yes → GO TO H2 and H3.

2. No → GO TO I if answer to F was yes; otherwise GO TO J.

H.2. (If an IEP was received from another school) TO WHAT EXTENT WAS IT USEFUL?

1. Very useful.
2. Moderately useful.
3. Of little or no use.
4. Don't know.

H.3. (If the IEP was received) TO WHAT DEGREE WAS IT ADOPTED?

1. Adopted in total.
2. Adopted with slight modification.
3. Not adopted at all.
4. Don't know.

(Record additional details regarding usefulness of IEPs the Notes section of the Student Control Form.)

I. (If one or more IEPs were developed for student)
IN ORDER TO SATISFY THE REQUIREMENTS OF THIS SURVEY, WE WILL NEED TO EXAMINE (THIS IEP/THESE IEPS). WOULD YOU PLEASE PLACE THE STUDENT'S MSRTS # ON THE IEP(S), BLANK OUT THE STUDENT'S NAME TO INSURE PRIVACY PROTECTION, AND MAIL (IT/THEM) TO OUR SURVEY DIRECTOR?

(If no, or hesitation: explain why needed and remind respondent of consent of state and district officials; describe confidentiality safeguards; ask again. If persistent refusal, indicate as a note on school record form and inform your supervisor.)

THE WAY TO PROCEED WITH THE IEP(S) WILL BE TO DELETE OR REMOVE THE STUDENT'S NAME AND HIS/HER PARENTS' SIGNATURE IF THEY APPEAR ON THE DOCUMENT. ALL OTHER INFORMATION SHOULD BE LEFT AS IT IS. IF A DATE DOES NOT APPEAR ON THE IEP, PUT THE BEGINNING AND ENDING DATES OF THE ENROLLMENT PERIOD IN THE UPPER LEFT CORNER OF THE FIRST PAGE. BECAUSE THE NAME IS DELETED, IT IS EXTREMELY IMPORTANT THAT THE PROPER CODE NUMBER FOR THIS STUDENT BE LISTED ON THE IEP IN THE UPPER RIGHT CORNER OF THE FIRST PAGE. THAT NUMBER READS AS FOLLOWS: (student ID) SLASH (school ID).

ARE THERE ANY QUESTIONS? . . . OK. PLEASE MAIL THE IEP(S) TO MS. JUNE PALMOUR, RESEARCH TRIANGLE INSTITUTE, POST OFFICE BOX 12194, RESEARCH TRIANGLE PARK, NC 27709. MS. PALMOUR IS HANDLING IEP RECEIPT FROM RTI'S SURVEY OPERATIONS CENTER.

For each enrollment period in which IEP was developed, code:

1. - If LEA/School will send IEP
2. - Refusal to send IEP (Record details on Problem/Refusal Form.)

J. (If information about the last enrollment period has been obtained, conclude interview; otherwise, repeat steps D - I for the next enrollment period.) THIS CONCLUDES THE QUESTIONS I HAVE FOR YOU TODAY. THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY.

(Terminate interview.)

Interviewer Name _____

STUDENT CONTROL FORM

MSRTS ID # _____ Student Name _____ Sex _____ Date of Birth _____

School/District	Person Contacted	Contact Date	A	B	C	Enrollment Dates From	Enrollment Dates To	D	E	F	G	H 1	H 2	H 3	I
Name _____															
_____															
ID # _____															
District _____															
Name _____															
_____															
ID # _____															
District _____															

COMMENTS:

OTHER SCHOOLS

School Name	Location	Dates Student Attended

(Entries in the above columns are the coded responses to the corresponding questions on the Telephone Interview Guide.)

Appendix D

Confidentiality of Data

Confidentiality of Data

A National Survey of Individualized Education Programs
Research Triangle Institute

Throughout the conducting of a national survey of Individual Education Programs (IEPs) the Research Triangle Institute (RTI) will comply with both the Privacy Act of 1974 and the Family Educational Rights and Privacy Act of 1974. Every precaution will be exercised to protect the identity of every participant, whether student, staff member, school, school district, or individual State. All data are collected only for internal use by RTI.

Privacy Act of 1974

The General Counsel of HEW in a memorandum dated May 14, 1976, ruled that record systems developed and maintained by a contractor are not necessarily "systems of records" under the Privacy Act of 1974. The statement is conditional and holds true insofar as, "the contracting agency is interested only in obtaining the results of the research or other work performed under the contract (generally in the form of a report) and does not require the contractor to furnish it [the contracting agency] individually identifiable records from the system established by the contractor . . . ."

To meet the provisions of the Privacy Act of 1974, the following procedures will be followed. During the data collection process, RTI will maintain their files in terms of student I.D. number. Any identifiable student information (e.g., link between student name and RTI student I.D. number) will be kept in a secure encrypted file which will be destroyed following data collection. The Department of Health, Education, and Welfare will not have access to any personally identifiable information obtained during the course of this study.

The Family Educational Rights and the Privacy Act of 1974 (the Buckley Amendment)

The HEW regulations on Privacy Rights of Parents and Students, which implement the Family Educational Rights and the Privacy Act of 1974 (FERPA), provide for certain disclosures of personal information by school districts, without prior consent:

(a) An educational agency or institution may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student . . . if the disclosure is:

(6) To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction.

In accordance with the above regulations, schools are permitted to disclose, without written consent, personally identifiable information from students' educational records to RTI, which is an authorized representative of the Secretary of HEW by virtue of its contract with HEW to evaluate IEPs. Schools and school districts may thus feel free to cooperate with RTI without fear of violating the provisions of the Family Educational Rights and Privacy Act (FERPA). In accordance with the provisions of the Act, whenever RTI data gatherers are given access to student files, a record of that access and the purpose will be left in the student's folder. These procedures have been worked out in cooperation with appropriate officials in HEW and have been found to meet legislative requirements designed to protect the privacy of study participants.

Specific questions about FERPA should be directed to Mr. William Riley of the Fair Information Practices Staff, 200 Independence Avenue, S.W., Room 526E, Washington, D.C. 20201. Mr. Riley's telephone number is (202) 245-7488. Questions about the Privacy Act may be addressed to Mr. William Wooten in care of the Privacy and Information Rights Staff, 400 Maryland Avenue, S.W., Room 3851 Donohoe Building, Washington, D.C. 20202. Mr. Wooten's telephone number is (202) 472-2655.